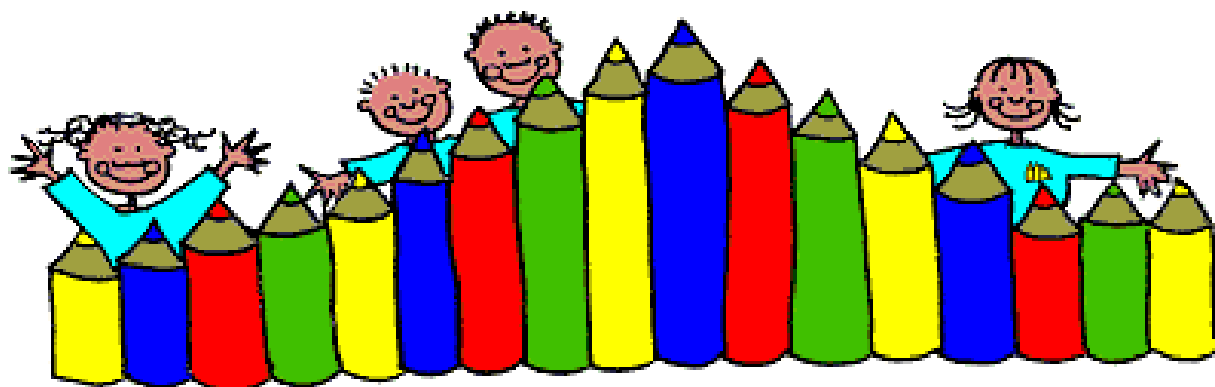


Oldbrook First School

Living and Learning Together



School Prospectus

2010/2011

✉ Illingworth Place, Oldbrook, Milton Keynes, MK6 2NH

☎ 01908 604689 Fax: 01908 234280

e-✉ OldbrookF@milton-keynes.gov.uk



Introduction

Welcome to Oldbrook First School. This information booklet gives you details about the school's organisation, curriculum and our approaches to learning. We hope that after reading it you will want to visit the school to see for yourself our school at work and experience the atmosphere.

Since this new community school opened in May 1995, the staff and governors have worked hard to create a positive, stimulating and caring environment; we are committed to achieving the highest possible standards of education for all the children. The school has received 3 School Achievement Awards from the Department of Education for Schools (DfES). In September 2010, the school was inspected by OFSTED and everyone was extremely pleased with the very positive report. This report can be found at www.ofsted.gov.uk. Her Majesty's Inspectorate (HMI) visited the school in October 2004 to inspect our provision for Personal, Social and Health Education [PSHE], which they described as outstanding. In 2006, we were very pleased to receive the Gold Award for Healthy Schools and National Healthy Schools Status. We were also awarded the Artsmark Silver Award in 2006.

Starting school is a new experience for both parents and children and we hope that your family enjoys being part of our school. Education is a partnership between home and school. At Oldbrook, we welcome your support; it is through the partnership of parents, teachers and children that your child will benefit most from these important early years at school.

Kirk Hopkins
Headteacher

Colleen Kirkbride
Chair of Governors

General Information

| | |
|--|---|
| Address: | Oldbrook First School Illingworth Place Oldbrook Milton Keynes MK6 2NH |
| Email: | OldbrookF@milton-keynes.gov.uk |
| Telephone: | 01908 604689 |
| Fax: | 01908 234280 |
| Headteacher: | Kirk Hopkins |
| Chair of Governors: | Colleen Kirkbride |
| Corporate Director Learning and Development | Gail Tolley |
| Address: | Learning and Development Directorate PO Box 106 599 Avebury Boulevard Central Milton Keynes MK9 3HJ |
| Telephone: | 01908 691691 |
| Fax: | 01908 253254 |

The Governing Body

The governing body includes representatives from parents and staff, nominees from Milton Keynes Council and the Parish Council, and some members who have been co-opted. All governors, apart from the Headteacher, serve a four year term of office.

| | | UNTIL |
|-----------------------------------|--------------------|-------------------------|
| Parent Governors: | Meena Rai | January 2011 |
| | Anupama Puranik | February 2012 |
| Local Authority Governors: | Brendan McElligott | January 2011 |
| | Rachel Nash | September 2011 |
| | Claire Watt | November 2013 |
| Community Governors: | Colleen Kirkbride | CHAIR September 2010 |
| | Samantha Bourne | November 2013 |
| Teacher Governor: | Emily Young | November 2013 |
| Staff Governor: | Angela Merrington | September 2011 |
| Headteacher: | Kirk Hopkins | |

The governing body's clerk is provided by the Learning and Development Directorate. The Chair of Governors is Colleen Kirkbride, who may be contacted through the school.

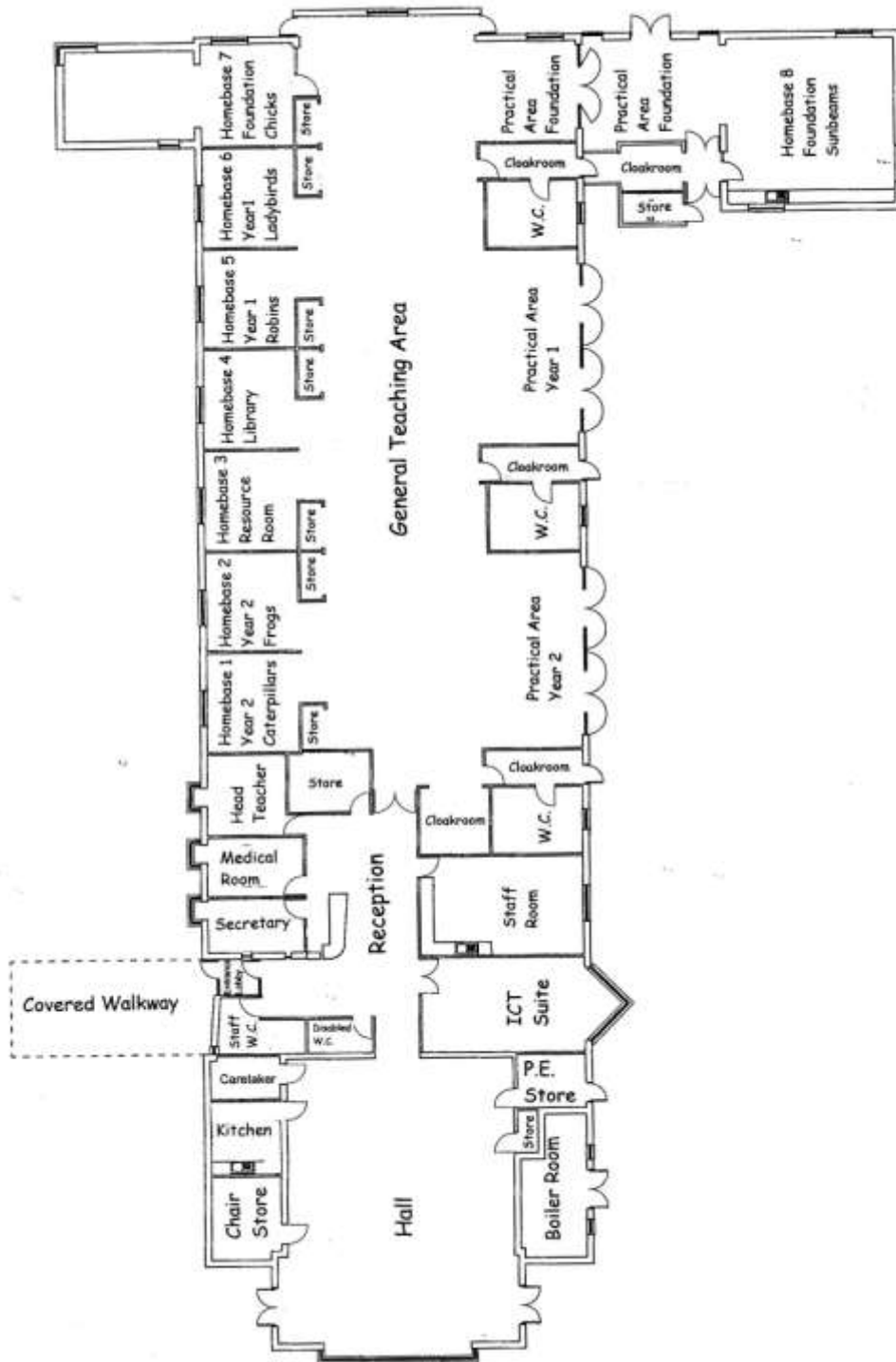
School governors operate as a corporate body and work in close association with the Headteacher for the benefit of the school. Individual governors bring their own areas of expertise. They give their time freely to the school, attend training sessions, appoint staff, visit the school often and are available to support and help when needed. All their work for the school is voluntary and unpaid.

Governors' responsibilities have been increased, particularly in terms of the curriculum, staffing, financial control and the general policies of the school. Full governing body meetings are held at least once a term and a copy of the minutes are kept at school for parents' information. Governors also meet in smaller committees to discuss finance/personnel, premises and curriculum.

Staffing: September 2010

| | |
|-------------------------------|--|
| Headteacher: | Kirk Hopkins |
| Assistant Headteacher: | Sara Jarman |
| Teachers: | Jane Mackie Deborah Barnes Emily Young Helen Hailes Katie East |
| Part-time Teachers | Anne Dawson Sue Collins Sian Morgan |
| School Manager/Bursar | Angela Merrington |
| Teaching Assistants: | Jacqui Tilbury [Senior TA] Anita Clifford Joanna Jones Meena Rai Janice Brinson Alison Blake Jackie Buckingham Shum Anupama Puranik |
| Learning Mentor | Katherine Williams |
| Language Assistants | Rita Jadeja Saraswathi Ravi |
| Caretaker: | Mandie Birdseye |
| Cleaner: | Yvette Sedlacek |
| Midday Supervisors: | Yvette Sedlacek Farrah Khan Rajini Kobalakrishnaasame Farzana Amreen Nazia Sheik Jayde Whitehead |

Plan of the School



Details of the School

Oldbrook First School opened in May 1995 and is an attractively designed, open plan First School. It provides for children in the 4+ to 7+ age range.

The school has six homebases, which open onto a large general teaching area; the homebases and teaching area are fully carpeted. The three practical work areas are well equipped for art, technology and food technology. There is a fully equipped Information and Communication Technology [ICT] suite with networked computers. There are additional computers in each homebase. The hall is used each day for assembly, P.E. and at lunchtime, as a dining hall. We have a Resource Room with space for both staff and children to work and a Library that children can access throughout the day.

The school grounds are attractively landscaped with shrubs and trees to provide shade. The playground has a colourful pencil sculpture and also has areas and benches where children can sit quietly. Foundation children have their own creatively landscaped play area which enables the foundation curriculum to be provided both indoors and outdoors. They have access to the main playground when they feel more confident. From the playground, there is access to the playing field. Two mature oak trees were planted on the playing field in 2000 to celebrate the millennium. A living willow structure provides shade on the playing field during the summer months. To celebrate the school's 7th birthday, in May 2002, all the children in the school contributed towards the making of three mosaic panels, now displayed outside. In 2005, to celebrate the school's 10th birthday, another circular mosaic panel was made for the front of the school. Once again, all the children contributed to its making. We also have a pond and environmental area, which provides a superb on-site resource for environmental studies and a wooden activity trail and tyre park to encourage active play. A recent addition to the playground is a wooden shelter which provides shelter from rain and sun for children and parents.

The school has a car park for staff and official visitors; this is approached via Illingworth Place. We hope that as many children as possible walk to and from school in order to have some healthy exercise, but we do realise that for some families this is not possible. We participate in the national WoW (Walk on Wednesdays) scheme, which encourages families to walk to school once a week. We ask that no cars be brought into the school car park at the beginning and end of the day, or that the car park is used as a pedestrian access into school. There is parking at the front of the school, which parents may use at the beginning and end of the school day. It is not part of the school grounds. Drivers must park with consideration for others and take care because of children walking to school.

Reserved Area

The school serves most of the Oldbrook grid square (the dividing line being down the centre of Shackleton Place and Trueman Place). Parents who live outside this area and would prefer their children to attend this school should contact the Headteacher, who will explain the Milton Keynes' admission policy.

Starting School

Milton Keynes Council has a "one point of entry" admission policy for children entering school for the first time. This means that all children born between 1st September 2006 and 31st August 2007, who are four during the school year September 2010 to August 2011, are eligible to be admitted in September 2011. A timetable for admission arrangements for one point of entry for the September 2010 intake will be set out in the Council's 2010-2011 "Information for Parents" booklet. Parents may collect an admissions pack from the school or the Pupil Support Service from October 2010. Parents must submit their completed preference/application form by January 2011. The Pupil Support Service will confirm the allocation of places or otherwise by March 2011. The school currently admits up to its admission number of 45 children.

You may register your child's name with us at any time and we will keep your details until the time comes to consider admission. Registration with us does not constitute an offer of, or guarantee, a place but allows us to make contact with you at the right time.

We try to work closely with you to ensure a happy and confident beginning for all children starting school. To make the transfer from home to school as smooth as possible for your child, we currently offer a Home/School Link programme in the term prior to starting school. This enables children to attend school for one session a week and become familiar with the building, the teachers and the other children who will start school at the same time. Prospective parents are very welcome to make an appointment to visit the school prior to their child starting school.

Further details regarding starting school will be provided once a place has been offered and accepted.

Children Moving into other Year Groups

Parents of children who move into the area may apply for a place at the school by contacting the school to see if a place is available. When your child joins the school, we will offer an induction programme to ensure that your child settles happily into Oldbrook First School.

Transfer to Junior School

Children in Oldbrook First School transfer to Junior School in the September following their 7th birthday. Children from Oldbrook First School normally transfer to Meadfurlong School.

Initial letters regarding children's transfer to Junior School are normally sent to parents in the October when their child is in Year 2. At this stage, parents are given the choice of which school they want for their child, and will need to register this choice in a reply to the Local Education Authority (LEA). At school, we will give all the help and assistance we can to make this a smooth transition for both parents and children. We have established close links with Meadfurlong, so that transfer becomes a natural progression for the children.

Liaison

Oldbrook First School forms part of the Woughton Liaison Group. The Headteacher and Assistant Headteacher meet regularly with their colleagues to discuss issues relating to the cluster of schools.

School Organisation

As at September 2010, we have 6 classes:

| | | |
|-------------------------|--|---------------------|
| Homebase 1: Dragonflies | Year 2 | Miss Deborah Barnes |
| Homebase 2: Frogs | Year 2 | Miss Emily Young |
| Homebase 3: Dolphins | Resource Room and base for Mrs Anne Dawson | |
| Homebase 4: Butterflies | Library | |
| Homebase 5: Robins | Year 1 | Miss Katie East |
| Homebase 6: Ladybirds | Year 1 | Mrs Helen Hailes |
| Homebase 7: Chicks | Foundation | Miss Sara Jarman |
| Homebase 8: Ducklings | Foundation | Mrs Jane Mackie |

The School Day

Morning Session: 8.55am to 12.00 noon

Break: 10.30am to 10.45am

Afternoon Session: 1.00pm to 3.00pm

The doors open at 8.45am and children should come into the school building as they arrive. Registration is at 8.55am. Parents are asked to ensure that children do not arrive at school before 8.45am. If children arrive earlier, the school cannot be responsible should an accident occur.

A Breakfast Club takes place in the school hall from 8.15am to 8.45am. If you are interested in a place, please contact the school secretary, who will be able to give you further details. Children attending Breakfast Club come directly to the school hall from 8.15am onwards.

Teaching Hours

Children in Key Stage 1 are taught for twenty-two hours and five minutes per week, excluding registration, assembly/acts of worship, playtime and lunchtime.

School Entrances and Exits

Children should enter school each morning through the playground entrance. Parents may settle younger children, if they wish, but are requested to leave prams/pushchairs outside the building to avoid congestion. Children arriving late, after the start of the sessions, will need to use the front door as we have security locks on all doors into the building and the playground gate is locked at 9.00am.

At home time, we ask that parents please wait in the playground by the outside door nearest to their child's class. All staff will ensure that the appropriate adult for each child is present before they release the child. It is important for your child's sake that you arrive at school NO LATER than 3.00pm. If you are unavoidably detained, please telephone the school as soon as you can to prevent any distress for your child.

Children who attend After School Care at local After School clubs are supervised until they are collected.

We are not happy for children to walk to or from school unaccompanied. We expect that there will always be a responsible adult to escort them.

Security

Security arrangements are thorough and reviewed annually. The front door is electronically-controlled and has a speaker 'phone. Visitors to the school sign the visitors' book and receive a badge.

School Dress Code and Colours

Oldbrook First School has a bright and practical school uniform which we believe will help the children to adopt a corporate identity. We hope that all families will support our agreed school colours. School sweatshirts, cardigans and fleeces in royal blue with the school's logo can be purchased from the school office. Polo shirts, with the school logo, are also available in red, white and blue. A blue legionnaire hat is available to purchase during the summer months. Current prices are available from the school office.

Children are expected to be able to dress and undress themselves, so clothing that is easy to manage is recommended. Short-sleeved polo shirts are much easier for young children to manage than blouses/shirts with small buttons. Please ensure that all uniform is named.

Children need to wear sensible shoes to school. High-heeled shoes, strappy sandals, clogs and other unsuitable footwear should not be worn for safety reasons. It would be extremely helpful to us if your children did not wear lace ups until they were able to cope with them themselves.

We ask for your support regarding jewellery, which should not be worn to school. Watches and ear studs may be worn but, for health and safety reasons, no other jewellery is permitted.

PE Kit

Children will need to change into shorts and tee-shirts for PE. These should be brought to school in a named drawstring bag [available from the school office]. The hall has an ash sprung floor designed for PE and we encourage all children to work in bare feet indoors for reasons of safety. Plimsolls or trainers must be worn for outside games.

We ask that children do not bring bags, such as rucksacks or kitbags, to school as our storage space is limited and bags left on the floor are a dangerous hazard.

For safety reasons, watches and ear studs must be removed by the child him/herself before any PE lesson to avoid the risk of severe injury, either for the child or for others. If a child is wearing ear-rings that cannot easily be removed, these will be covered with some micropore tape for PE.

Protective Clothing

Aprons for art activities, water play and cooking are provided by the school.

Lost Property

Children are expected to take care and look after their own things, but young children often lose/misplace their things. We will, of course, try to locate missing items. Please mark all clothing clearly with your child's name so that 'found' items can be returned. This simple measure will save you expense and a great deal of searching. We have a lost property box in the medical room, which parents may examine when clothes are mislaid.

Personal Property

Children must not bring toys to school because of the problems they cause. Any money brought to school, for a specific reason, should be in a named envelope and handed to the class teacher or school secretary immediately upon arrival at school.

Healthy School Standard

The school is committed to becoming "A Healthy School". A healthy school is one that is successful in helping children to do their best and build on their achievements. It is committed to on-going improvement and development. It promotes physical and emotional health by providing accessible and relevant information and equipping children with the skills and attitudes to make informed decisions about their health. A healthy school understands the importance of investing in health to assist in the process of raising levels of achievement and improving standards. It also recognises the need to provide both a physical and social environment that is conducive to learning. In 2006, Oldbrook First School was awarded the GOLD Healthy School Award and National Healthy School Status.

Water

Children are encouraged to bring a named, sports-top bottle of water to school each day so that they are able to drink during the teaching day. The bottle should be brought to school each morning filled with WATER. It should be taken home at the end of the day to be washed and refilled. Bottles of water are available to buy from Reception at a cost of 30p. At playtimes and lunchtimes, children have access to the outside drinking fountains. Research has shown that as well as being healthy, drinking water aids concentration.

Fruit

Foundation Stage children are given a healthy snack during the morning session. In Years 1 and 2, children are encouraged to bring a piece of fruit or vegetable to school to eat during the morning break. The school also participates in the free National Fruit and Vegetable scheme and this fruit or vegetable is given to all year groups during the afternoon session. We also have "FRUITY FRIDAY" - Year 1 and 2 children may bring 20 pence to school to buy a healthy fruit pot - all proceeds during the year go to a cancer charity.

Playtime Arrangements

There are two playgrounds. The Foundation playground is used only by Foundation Stage children. Each playground is supervised by a teacher on duty and a teaching assistant.

In hot weather, we advise that all children bring a sunhat to school. Parents are also encouraged to apply sun block first thing in the morning, prior to the children coming to school. Sun block may also be brought to school for children to apply themselves.

Lunchtime Arrangements

The midday supervisors care for the children at lunchtime, under the direction of the Headteacher.

Children may bring a packed lunch to school. Please ensure that lunchboxes are clearly marked with your child's name. Our midday supervisors will encourage your child to eat everything in their lunchbox, so please pack an appropriate amount for your child. Sweets and cans or bottles of fizzy drinks are not allowed. Glass containers must not be brought to school. We are encouraging children to have a healthy lunch box.

You may purchase a packed lunch or a hot meal from Cygnet Catering via the school. You should complete an order form which is available from the school office. The completed form needs to be returned to school with the payment by Wednesday for the following week. If you are claiming Income Support or Job Seekers' Allowance, your child may be eligible for a free school lunch. If you would like to know more about this facility, please do not hesitate to speak to the school secretary.

Children may also go home for lunch; they must be collected at 12.00 noon and should not return to school before 12.50pm.



Sickness and Medicines

In accordance with Local Education Authority (LEA) advice, we are happy to support children who need regular treatment for asthma. Please complete an asthma card and provide appropriate medication, to be left in school at all times. We prefer not to administer any other medicine in school. Children who are unwell should not be sent to school; if a child is not well enough to take part in P.E. or go out to play, then they should be at home.

If it does become necessary for your child to take medicine and your doctor has said that your child is fit to attend school, please discuss the matter with the Headteacher or deputy. We have a Medicines Book to record treatment and dosage, which you will be required to sign.

If your child becomes ill at school, we will care and comfort him/her. If it becomes necessary for him/her to return home, we will contact you. It is important that you keep us regularly updated with changes to Emergency Contact information. It is also important to make the school aware of any medical or personal problems that may affect your child.

Medicals

During your child's first year at school, a health questionnaire will be sent home from Child Health for you to complete. The school nurse will test vision and hearing as well as weight and height. You will not be invited to these tests, which occur during the school day. If, for any reason, you wish to be present, please tell the school immediately, as these tests are usually performed without prior parental consent. Some children will be offered a medical during their first year in school.

Safeguarding Children

The school has a Safeguarding Children Policy which is regularly reviewed. Procedures are in place which conform to the Local Education Authority (LEA) and Area Safeguarding Children Committees policy and guidance. We are committed to contacting Children's Services if a child's safety or welfare is in doubt.



Attendance

It is important that we know that your child is safe at home if s/he does not arrive at school in time for Registration. Therefore, please telephone the school as soon as possible if your child is unable to attend school. On return to school, please write a letter of explanation. This information is recorded in the Register. Children are expected to attend school every day, unless there is a valid reason for their absence. The school contacts parents if their child is absent and a reason has not been given. If there is a persistent problem with absence, then the school will notify the Education Welfare Service, who will contact you to discuss the problem.

A list of term dates is sent to parents each year. Parents are strongly urged to avoid booking holidays during term time, as periods of absence significantly affect educational progress. If this is unavoidable, parents may apply to take up to ten days of school time in an academic year. Parents are required to complete a Leave of Absence form at least two weeks in advance, obtained from the school office, requesting the period of absence. The Headteacher will respond to all such requests in writing. Any absence of longer than ten days will be recorded as an unauthorised absence.

We cannot allow a child to leave school during the school day, unless s/he is collected by the parent or another adult *with the permission of the parent*. If you do need to take your child out of school during the day, please tell the school secretary and she will enter this in the Register.

The Department for Children, Schools and Families [DCSF] requires schools to record all unauthorised pupil absences and publish them annually. The annual figures for 2009/2010 are as follows:

| | | |
|------------------|-----------------------|-------|
| 2009/2010 | Attendance | 92.6% |
| | Authorised absence | 6.8% |
| | Unauthorised absences | 0.5% |



Oldbrook First School Mission Statement

Living and Learning Together

Aims of the School

- ❖ To promote a sense of community, where everyone can live and learn together;
- ❖ To develop confident, enthusiastic and independent learners through purposeful and challenging activities;
- ❖ To encourage children to strive for excellence and enjoyment in their learning and take a personal pride in their own achievements and the achievements of others;
- ❖ To provide a safe and healthy environment where everyone is valued and respected, whatever their gender, ability, colour, religion or culture;
- ❖ To foster and promote the development of the whole child and develop the necessary skills, concepts, knowledge and understanding across the whole curriculum;
- ❖ To help children develop an understanding of the world in which they live, enabling them to achieve economic wellbeing and make a meaningful and positive contribution now and in the future.

The aims of the school are achieved through a broad, balanced, relevant, well planned and resourced curriculum, which is differentiated to meet the individual needs and abilities of all children, and through the partnership between school, parents, governors and the community.

- These aims were reviewed by the governing body in February 2007 in light of the five outcomes of Every Child Matters.

Curriculum

Foundation Curriculum

The curriculum for children in the Foundation Stage is based on the government's Foundation Stage Curriculum guidance. It is divided into six areas of learning:

- ❖ personal, social and emotional development;
- ❖ communication, language and literacy;
- ❖ mathematical development;
- ❖ knowledge and understanding of the world;
- ❖ physical development;
- ❖ creative development.

Years 1 and 2

The children study units of work in the following subjects:

| | |
|----------------------|--|
| Core Subjects: | English |
| | Mathematics |
| | Science |
| | Information and Communication Technology [ICT] |
| Foundation Subjects: | Design and Technology [DT] |
| | History |
| | Geography |
| | Art and Design |
| | Music |
| | Physical Education [PE] |

Religious Education [RE] and Personal, Social and Health Education [PSHE] are also taught.

The curriculum is carefully planned, with reference to the National Curriculum and QCA guidance. There is an overall yearly plan, which shows the content covered by each year group, each term. Schemes of Work give details of what is taught, teaching methods, resources and assessment arrangements. Teachers work in year group planning teams to produce detailed weekly plans, which show learning intentions and activities for each lesson.

Learning intentions are shared with children so that they know what they are doing and why. Children have targets so that they know what they need to do to improve.

Curriculum Policy Statements

Parents have access to a wide range of documents relating to the school's educational provision. These can be made available to parents by contacting the school office.



ENGLISH

English

Literacy is at the heart of the school's drive to improve standards of attainment. It unites the important skills of reading and writing. It also involves speaking and listening. These related skills play an important part in every aspect of learning throughout the curriculum.

We aim to build on early experiences to provide children with opportunities to extend their use of English through a wide range of activities where speaking and listening, reading and writing are integrated, while recognising the needs of individuals, including those with special needs.

Literacy is taught each day following key objectives for each year group based on the National Framework for literacy. This ensures that key strands of literacy are taught consistently with progression. Text level work involves comprehension and composition of whole texts. The children will learn about a genre such as traditional tales, they will also study non-fiction texts. Reading will be accompanied by writing, often modelled on the texts being studied. Sentence level work concentrates on grammar and punctuation. For example, children might look at the punctuation of direct speech or consider phrases for the opening of a story. Word level work includes the systematic teaching of phonics, spelling and vocabulary development. Each year group follows the 'Letters and Sounds' phonic programme, the children access phonic activities appropriate to their stage of development.

Speaking and Listening

Speaking and listening are key skills that impact upon all areas of life. It is important that children learn to speak confidently with clarity and understanding. They are encouraged to talk for many reasons on different topics and for a variety of audiences. Listening carefully is consistently encouraged it is a key factor for example, when developing phonic and conversational skills.

Opportunities for talking and discussion are planned for, across all areas of the curriculum, developing the ability to:

- ask and answer questions;
- explain ideas;
- give and understand instructions;
- express their thoughts, feelings and emotions;
- tell and create stories
- speak clearly in sentences
- participate in conversations

Reading

Our aim is to encourage reading as a pleasurable activity so that children will develop a love of books, not only while at school, but for life. Teachers and Teaching Assistants hear children read regularly and a wide variety of books are available, appropriate for each stage of development.

All teachers know that children become successful readers by learning to use a range of strategies to understand the meaning of a text. Successful readers use as many of these strategies as possible. Phonics is taught in a highly structured way. The importance of reading for meaning is continually emphasised. Other strategies, such as learning words from the word lists and applying them in unknown texts, are also used. As children develop as readers, they are encouraged to predict story outcomes and discuss story content.

We have a wide range of reading materials. Children are encouraged to take books home and we value the involvement of parents in their child's reading - because learning to read does not just happen at school. All children are encouraged to use the Library and borrow library books to take home.

Writing

Writing is closely related to reading - the two activities reinforce each other. Children need to understand from an early stage that their writing will be read by other people and, therefore, needs to be accurate, legible and set out in an appropriate way. They see the writing process being modelled by the teacher and they regularly take part in composing, spelling and handwriting activities with the class as a whole and as a member of a smaller group. The children are encouraged to write for a variety of reasons across all areas of the curriculum. We provide opportunities for different kinds of writing, such as stories, letters, diaries, poems, recording a science experiment or a mathematical investigation.

Our aim is to foster a love of writing and for children to write independently from an early stage. The teaching of phonics, spelling and handwriting complements this process. Children are taught correct letter formation and encouraged to develop a neat and legible style of writing. They are encouraged to produce their writing with care and to take pride in the presentation of their work.



Speaking and Listening

Throughout the school, children are encouraged to listen carefully.

Conversation and discussion are encouraged, developing the ability to:

- ask and answer questions;
- explain ideas;
- give and understand instructions;
- express their thoughts, feelings and emotions;
- tell stories, etc.

Reading

Our aim is to encourage reading as a pleasurable activity so that children will develop a love of books, not only while at school, but for life. Teachers hear children read regularly and a wide variety of books is available, appropriate for each stage of development.

All teachers know that children become successful readers by learning to use a range of strategies to get at the meaning of a text. This principle is at the heart of the National Curriculum for English. Successful readers use as many of these strategies as possible. Phonics is taught in a highly structured way. The importance of reading for meaning is continually emphasised. Other strategies, such as learning words from the word lists and applying them in unknown texts, are also used. As children develop as readers, they are encouraged to predict story outcomes and discuss story content.

To develop the habit of silent reading, time is spent each day with everyone quietly reading/looking at books.

We have a wide range of reading materials. Children are encouraged to take books home and we value the involvement of parents in their child's reading - because learning to read does not just happen at school. All children are encouraged to use the Library and borrow library books to take home.

Writing

Writing is closely related to reading - the two activities reinforce each other. Both reading and writing use work at word, sentence and text levels.

Children need to understand from an early stage that their writing will be read by other people and, therefore, needs to be accurate, legible and set out in an appropriate way. They see the writing process being modelled by the teacher and they regularly take part in composing, spelling and handwriting activities with the class as a whole and as a member of a smaller group. Opportunities are given for children to write individually and in groups, to use a word processor and to share their writing with others, discussing what has been written. We provide opportunities across the curriculum for different kinds of writing, such as stories, letters, diaries, poems, recording a science experiment or a mathematical investigation.

Our aim is to foster a love of writing and for children to write independently from an early stage. The teaching of phonics, spelling and handwriting complements this process. Children are taught correct letter formation and encouraged to develop a neat and legible style of writing. They are encouraged to produce their writing with care and to take pride in the presentation of their work.

London,
11th 1855

Dear Mary

Remember my friend, Thank you so much for saving my life. My arm is feeling much better thanks to you. You have been so kind and helpful. Mary, I truly wish you have a long and wonderful life. You know at first when I first saw you I thought you would be nasty because you were a foreigner and were were black woman. But when I saw how kind you are I felt sorry because thinking that you will be nasty. You have taught me that a foreigner and black woman can still be the same as us. How did you learn how to write so well? It is a pleasure just meeting you. I'm very happy home. This I first set foot in London, it was the happiest day of my life.

Love, Fred

Mathematics

At Oldbrook First School, we hope that children will enjoy mathematics and develop a positive, confident and enthusiastic attitude towards the subject.

Mathematics is a core subject in the National Curriculum, and we use the Primary Framework as the basis for implementing the statutory requirements of the programme of study for mathematics. Mathematics is taught every day throughout the whole school.

A typical forty-five to sixty minute lesson in Years 1 and 2 will be structured like this:

- **oral and mental calculation** (10 minutes):
whole-class work to rehearse, sharpen and develop mental and oral skills;
- **main teaching activity** (20 to 35 minutes):
teaching input and whole class activities;
- **plenary** (10 minutes):
work with whole class to sort out misconceptions and identify progress, to summarise key facts and ideas and what to remember, to make links to other work and discuss next steps. (Some opportunities for assessment)

Mathematics is taught through the use of seven strands of learning which give a broad view of the mathematics curriculum in the primary phase.

They are as follows;

- Using and applying mathematics
- Counting and understanding number
- Knowing and using number facts
- Calculating
- Understanding shape
- Measuring
- Handling data

In the Foundation Stage (i.e. the reception classes), elements of numeracy are taught throughout the day in line with the Early Learning Goals and the EYFS, which work towards corresponding with the Primary Framework. This organisation also applies as children transfer from Foundation into Year 1.

Science

Science at Oldbrook First School offers opportunities for children to

- develop knowledge and understanding of important scientific ideas, processes and skills, and to relate these to everyday experiences;
- learn about ways of thinking and finding out, and communicating ideas;
- explore values and attitudes through science.

Young children have a natural curiosity about their world and they experience and explore the world around them with all their senses. At Oldbrook, they will use this experience to develop their understanding of key scientific ideas. They will develop skills of predicting, asking questions, making inferences, concluding and evaluating, based on evidence and understanding, and use these skills in investigative work. Children develop their language skills through talking about their work and using scientific language, diagrams and charts to communicate their scientific ideas.

Design and Technology (DT)

The children will be encouraged to develop thinking and problem-solving skills through planning, designing and making. They are given opportunities to explore familiar situations in their immediate environment, e.g. home, school, local shops, and to relate these to design and technology activities such as making a plan of the park. They are able to discuss their findings and explain processes, both individually and in group situations, and also to evaluate their work. They are encouraged to choose appropriate materials when making simple models and are taught the safe use of simple tools and equipment. Technological construction equipment, such as Duplo, Lego, and Mobilo, supports the children's investigations. The children are also made aware of technology in their everyday lives, e.g. computers, telephones, tape recorders.

Information and Communication Technology (ICT)

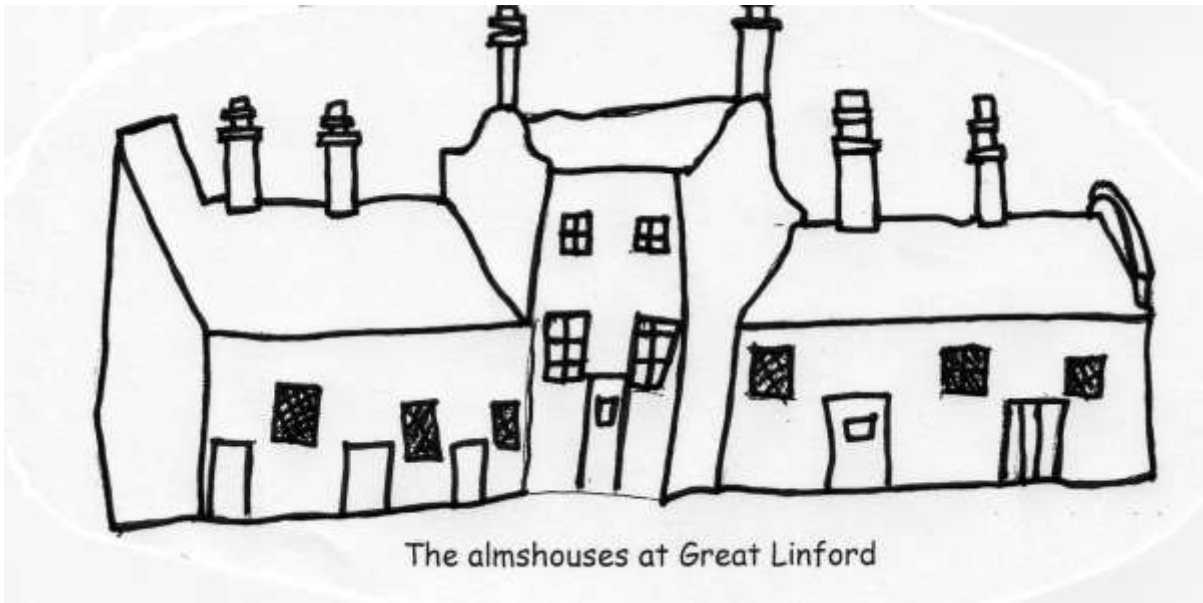
We are very fortunate at Oldbrook to have an excellent, fully-equipped ICT computer suite, with networked PCs, where a whole class of children can be taught. The suite is timetabled so that all children have access to a computer at least once a week. In addition, each homebase has a networked PC. We have a range of programmable toys, including PIP, PIXIE, ROAMERS and BEEBOTS. We have a good range of appropriate software throughout the school. During 2004, six interactive whiteboards [SMARTBOARDS] and projectors were installed to enhance teaching and learning across the curriculum.

The children use these resources to:

- develop ICT capability, including their knowledge and understanding of the importance of information and of how to select and prepare it;
- develop their skills in using hardware and software to manipulate information in their processes of problem solving, recording and expressive work;
- develop their ability to apply their ICT to support their use of language and communication and their learning in other areas;
- develop their attitudes to ICT and their awareness of its values and limitations.

History

Our aim is to make history exciting and to stimulate a desire in the child to find out more. Children are encouraged to develop an awareness of history through direct experiences, sources of information and artefacts. The starting point for history is through the child's own family and local history, utilising the knowledge and expertise of parents, grandparents, etc. In this way, children start to acquire a sense of time and learn that there is a "past" that we can find out about.



Geography

Children are encouraged to develop an awareness of themselves in relation to their immediate surroundings of home, school and locality. As their understanding of place develops, this leads to an awareness of other places in this country and then other places in the wider world. They are taught to use geographical terminology and skills such as:

- understanding directions and locations;
- using aerial views, maps, plans and globes;
- making plans, routes and maps;
- studying the local area to develop fieldwork techniques.

Physical Education (PE)

The aim of physical education is to promote confidence and enjoyment of physical activities and for each child to practise and improve on their own individual performance.

Our sporting aims are to:

- develop positive attitudes towards sporting activities;
- promote healthy activity;
- teach and develop skills;
- encourage safe practices;
- provide opportunities for all children to participate.

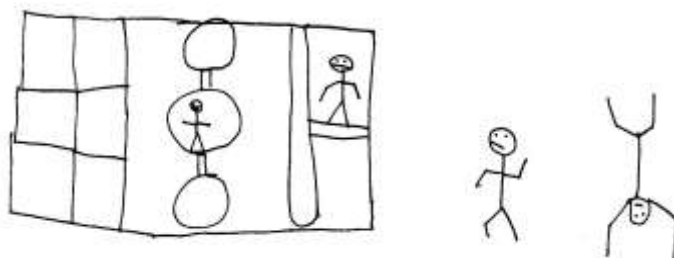
In gymnastics, children are encouraged to move in a variety of ways using the floor and the apparatus. These individual movements lead to partner work. Children are taught to move apparatus safely and to co-operate together.

Children are able to experience expressive movements in response to different stimuli, e.g. music, voice or percussion, through dance.

Games provide opportunities for each child to develop and improve their own skills, using different pieces of apparatus. Children are encouraged to recognise and make up simple rules and work within them.

In July 2007 we were proud to be named as the Milton Keynes Schools Sports Partnership Sir Frank Markham Key Stage One School of the Year for our commitment to PE and Sport. We also achieved the Activemark Award in 2006 for our high quality PE curriculum.

We are currently working with Milton Keynes Dons Football Club to provide football coaching in teaching time and after school.



Music

Music plays an important part in the life of the school. The children perform and listen to music in a variety of styles and from different periods and cultures. We aim to foster an enjoyment of music, both as participants and audience. We have a wide selection of pitched and un-pitched percussion instruments to enable children to accompany songs and compose simple rhythms.



We aim to encourage children to listen to music with concentration, discrimination and enjoyment. Accomplished musicians are also invited into school on occasions to perform for the children. The experience of singing and playing for concerts and assemblies also plays an important part in the child's musical development.

Art and Design

Children find great pleasure in making pictures and models, using materials to create images. They are given a wide range of materials through which they can express ideas, thoughts and feelings. Both accurate representation and imaginative response is encouraged. Children are encouraged to make appropriate choices of materials and techniques and evaluate their work and the work of others. Various art forms, traditions and techniques are also experienced. We regularly visit the MK Gallery with classes of children. We work with local artists and craftspeople in the community and examples of our work with them can be seen in the school.

We aim to provide a lively, stimulating environment in which our children work and learn. Displays contribute vitally to the aesthetic quality of the school environment but also convey important messages about expectations and standards.

Religious Education (RE)

Religious Education develops children's knowledge and understanding of Christianity and the other principal religions represented in this country, so that they are aware, and have an understanding of, the influence of beliefs, values and traditions of individuals, communities and cultures. In the context of this growing understanding, Religious Education at Oldbrook

First School:

- enables children to know about, understand and respond to a range of beliefs making a significant contribution to their spiritual development;
- encourages children to consider and respond to moral issues;
- enhances children's' understanding of the diverse beliefs and cultures in our country and the wider world;
- promotes respect for people with different beliefs, practices and cultures.

This is achieved through stories, pictures, songs, drama, first-hand experiences of artefacts, local visits and visiting speakers.

Religious Education is part of the basic curriculum for all pupils. The requirements for RE are set out in the locally-agreed syllabus. It does not promote one religion or denomination above another, urge religious beliefs on children or compromise the integrity of their own faith or beliefs. Parents who wish to withdraw their child from RE should discuss this with the Headteacher.



Assemblies/Collective Worship

Religious Education is not the same as collective worship, which has its own place within school life. Collective worship is a daily act of celebration which is broadly Christian, but is sensitive to different beliefs and faiths.

We like all children to share our assembly but parents who wish to have their child withdrawn from daily worship should discuss this with the Headteacher.

Racial Equality

This aspect of the curriculum seeks to enable everyone to form and modify their opinions about others, particularly those whose customs and backgrounds differ from our own. The fact that we live in a society of many cultures should enrich society for all, especially the community in which children learn. In this school, both staff and governors express our belief in racial equality for all pupils and our total opposition to any form of racism.

Personal, Social and Health Education (PSHE) and Citizenship

PSHE and Citizenship helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Ultimately, it is about people, relationships, security and our overall wellbeing. PSHE and Citizenship underpins the National Curriculum.

Sex and Relationship Education (SRE)

Our teaching takes account of the maturity of the children and aims to help with the physical, mental and emotional changes of growing up. We aim to give children an appropriate understanding of human reproduction, relationships and family life within a moral and ethical framework. Our SRE programme draws on experiences and activities covered by other curriculum subjects, particularly science, e.g. life and living processes, and aspects of the PSHE and citizenship scheme of work. It is recognised that school is not the only setting in which children gain information and awareness of this subject.

Special Educational Needs

The Special Educational Needs policy at Oldbrook First School is based on our commitment to meeting the needs of individual children and to the provision of equal opportunities for all children.

Children are individuals and develop at different rates emotionally, physically, socially and academically. Teachers are aware of these differences and plan the work to take into account the needs and abilities of all children.

All children will be encouraged to reach their full potential. For those children who may have some difficulties, provision will be made to support their learning so that their confidence and progress are maintained. When we identify that a child is in need of additional help, the class teacher will discuss the child's needs with the parents, and progress will be monitored closely. If a child requires additional support, an Individual Education Plan [IEP] will be written, which sets out the nature of the difficulty and the support to be given. IEPs will be discussed with parents and signed by them when they are reviewed.

Continued difficulties may require the involvement of other professionals (with parental permission). These specialists offer advice and support. They can help with assessments of children and advise on appropriate strategies. We support children with a range of resources within the school.

Pastoral Care and Behaviour

We are concerned with the well being of your children who are in our care. Children learn best when they are in a happy, safe and caring environment. All the staff in the school work hard to establish a close relationship with all the children.

The provision of a calm, quiet working atmosphere and the development of effective relationships are central to the promotion of the high standards the school aims for.

The Headteacher and staff are always happy to support children's needs and are available to meet parents, when necessary.

Our Behaviour Policy is based on the development of courtesy, consideration and self discipline. Through praise and the setting of achievable goals, we hope to encourage an ordered, friendly environment, where children can develop into stable, responsible and caring adults. The school has "Golden Rules" to enable large numbers of children to live together amicably.

Every child has the right to work and play without being upset by others. The school encourages children to be self-disciplined by rewarding appropriate behaviour. When

children behave in an unacceptable manner, the privilege of "Golden Time" may be withdrawn. Children are expected to behave appropriately and most children will meet these expectations.

We treat allegations of bullying very seriously. Oldbrook First School is a school where bullying will not be tolerated. When difficulties arise, these can be overcome by the school and the parents working closely together. The willing co-operation of parents is essential if the school is to succeed. In cases of extreme behaviour, a child can be excluded from the school for a fixed period of time.



Assessment

Assessment, record keeping and reporting of children's progress are part of a continuous process to:

- ❖ establish what children can do, know and understand;
- ❖ inform future teaching;
- ❖ provide information about progress;
- ❖ provide evidence of achievement;
- ❖ be useful to parents and easily understood.

Children are assessed daily on an informal basis so that appropriate work can be planned for each child. Sometimes, the assessment is more formal. Assessment using Standard Assessment Tasks (SATs) is carried out in Year 2 at the end of Key Stage 1, and the results of these assessments are reported to parents as part of the Annual Written Report.

Assessment covers all areas of the curriculum and involves the teacher, the child and the parents. The teacher keeps a Record of Achievement for each child, which recognises and gives credit for a child's achievements in school. It includes:

- ✓ Foundation Profile;
- ✓ National Curriculum Records;
- ✓ Termly assessments on the core subjects of the National Curriculum.

Children's records are passed to the next teacher or school.

Children are encouraged to reflect and review their own work. They comment on their achievements and set targets for the future. This is an important part of the process.

Parents are involved in the process termly, through parental consultations. Staff will involve parents at other times, if necessary. Parents are also able to make an appointment to discuss their child's progress at other times, if they wish. Parents will be invited to comment on the Parents Page that forms part of the Annual Report to Parents at the end of the Summer Term.

Partnership with Parents

We recognise that the support and good will of the parents are essential to the development of a happy and successful school. We value and welcome the involvement of parents and the wider community in the life and work of the school in order for there to be a better understanding between home and school. This partnership is actively encouraged in a variety of ways:

- ❖ inviting parents to help in school with such activities as listening to children read, playing maths games, cooking or by sharing interests and expertise;
- ❖ informing parents about aspects of the planned curriculum, our approach and the work children are involved in through:
 - regular curriculum newsletters, each half term, outlining the current topic;
 - curriculum workshops focusing on specific curriculum areas that enable parents to gain a greater understanding of our aims and expectations;
- ❖ opportunities for parents to discuss any queries or concerns they might have with the Headteacher or class teacher, at a mutually convenient time;
- ❖ opportunities for parents to see the school at work, e.g. open days, family weeks, special assemblies;
- ❖ regular Open Evenings for class teachers and parents, providing opportunities to talk about children's progress;
- ❖ a written report for parents each year and the opportunity to discuss this with the class teacher;
- ❖ regular newsletters;
- ❖ Links with the school and the wider community through social and fundraising events, such as fêtes, after-school activities, musical events, quiz evenings, etc.

Home/School Agreement

Children achieve more when schools and parents work together. Your support and encouragement are very important if your child is to make the most of school. Our Home/School Agreement explains the aims and values of the school. It sets out the responsibilities of the school and your responsibilities, and what we expect of the children. All parents are invited to sign the Agreement when their child starts full-time school.

Homework

The purpose of homework is to extend the activities that your child does in school. First School children need your support when doing their homework. Indeed the activities which we ask them to do are largely for you to share and are mainly activities to do with English and Mathematics. As your child becomes older, the things your child will be asked to do as homework increase. For example, we would like you to share books, learn rhymes and key words with them when they first join us. By Year 2, we would want you to help your children with spelling activities and learning number facts. We suggest that you spend roughly an hour, spread over a week, with your children up to Year 1. In Year 2, this should be increased to roughly one and a half hours, spread over a week.

At Oldbrook First School, we value the opportunity that homework provides for parents and teachers to work together to encourage children's progress. Praise, encouragement and support are vital contributions every parent can make to the development of their child's increasing confidence and abilities.

Friends of Oldbrook First School

We have a small, but active and hardworking, Friends Association. The committee, comprised of staff and parents, meet regularly to:

- ❖ plan fund-raising events;
- ❖ arrange social events;
- ❖ provide links with the wider community.

All parents, friends and staff of the school were automatically members of the Association.

Extra Curricular Activities

The school provides a range of activities for children beyond the normal school day. These include: football, dancing, computers, arts and crafts, after school clubs and visiting theatre groups.

Extended Schools Activities

Our Extended Schools Coordinator organises activities during school holidays in our school and in other local infant schools. Oldbrook Children may attend activities in any of these schools.

Admissions Policy

For Pupils Being Admitted to a School for the First Time

Please read carefully the information given in "Information for Parents 2010/2011" from Milton Keynes Council.

Places will be allocated at Oldbrook First School in line with Milton Keynes Council's admissions criteria shown below, taking into account the class size limits for pupils aged 5, 6 and 7 at Key Stage 1:

Admissions criteria for over-subscribed community and voluntary controlled primary schools for September 2011 intakes

- 1 Children who have a statement of special educational needs. Generally children who live in the school's defined area who also hold a statement of special educational needs will be given priority over other applicants. Where the school has specialist provision not available elsewhere, applications will be considered from outside the school's defined area and, if appropriate, places will be allocated;
- 2 Children who are Looked After by the Local Authority;
- 3 Children who live in the defined area and have a sibling on roll at the school at the time of admission. Proof of residence may be required;
- 4 Children who live in the defined area served by the school. Proof of residence may be required;
- 5 Denominational preference for a Church of England school, supported by evidence that a parent has been for the last year a regular worshipper (at least twice per month) at the relevant local church. Parents should attach a form, available from the C of E school, which must be completed by the priest or minister confirming church commitment;
- 6 Children who live outside the defined area and have a sibling on roll at the school at the time of admission;
- 7 Children who live outside the defined area of the school.

In the event of over-subscription in any category above, places will be allocated according to the proximity of the child's home to school, as measured by the nearest available route.

This is from the front door of the child's home to the school's nearest entrance gate, as measured using the computer programme MAPINFO.



Procedures

Complaints Procedure

It is the aim of this school to provide the best possible education for all children. It is normally expected that parents who have cause to complain will speak to their child's class teacher. Most matters can be resolved very simply, by ensuring that there is a clear understanding between parents, teachers and children.

If the matter cannot be resolved in this way, then the matter should be brought to the attention of the Headteacher. If it is still not resolved by this means, parents are asked to write to the Chair of Governors so that the matter can be brought to the attention of the governing body.

A more formal procedure exists for complaints which cannot be resolved informally. Such complaints should be addressed to the Head of School Effectiveness and Early Years Service, Milton Keynes Council. The Formal Complaints Procedure would then be used and the complaint would be dealt with under the regulations of Section 23[1] of the Education Act 1988. A copy of the complaints procedure may be obtained from the school office.

Charging Policy

The governing body has considered the legislation about charging. The following outlines how it applies to us at Oldbrook First School:

Art/Craft and Cooking: All children will be able to take home, free of charge, all activities involving art, craft and cooking. Therefore, parents are not asked to indicate if they are willing to pay for the materials in order for them to go home, rather than not pay and have them remain in school;

Breakages and Damage: When items are broken or damaged as a result of a child's misbehaviour, the governing body reserves the right to ask the parents to meet the replacement costs;

Books: The governing body reserves the right to ask parents for the replacement costs of library and reading books that are lost or damaged;

Visits: Extensive use is made of the local environment. This is dependent on the good will of parents, acting as helpers in accordance with our Visits Policy, but does not require financial support. It is for this reason that staff regularly plan visits in the local community as well as accessing it as a rich learning environment. At times, it is necessary to consider going further afield to extend and enrich the curriculum. Careful attention is given to the cost of such visits. Whilst there is no obligation for parents to contribute, Oldbrook parents are invited to make a voluntary contribution in order for the visit to go ahead. Significant advance warning is given in order for parents to plan ahead. Parents may pay in instalments. The school may only request the actual cost of the visit for each child. Parents may contribute more than the minimum contribution if they wish. Therefore, although these contributions are voluntary, unless everyone pays, the amount raised is insufficient. This means that the governing body will then cancel the visit.

Visitors to school: The school regularly invites a range of visitors with expertise into

school. Although these visitors charge or request a contribution towards expenses, the school normally funds them from the School Fund. Whilst the governing body could request a voluntary contribution from parents, it often chooses not to do so;

Other events: The school is committed to parental partnership. At events held during the school day to which parents are invited, refreshments are often provided free for the whole family. Refreshments for children are also provided free at a number of the 'fun' events, such as fun sports and coffee mornings. The governing body chooses to fund these activities as a gesture of good will in valuing all members of the school family and in order to promote the social skills of the children;

Events and activities organised by a third party: Where educational activities are provided by a third party, its charges will be passed on to the parents of the participating pupils.

